

INTERNATIONAL MORAL EDUCATION CONGRESS.

THE Congress was presided over by Professor Michael Sadler, and was attended by representatives from almost every civilised country of the world.

Professor Sadler, in his opening address, gave a brief outline of the matters to be discussed during the Congress, with a few words of his own about each. He particularly emphasised the necessity for individualising pupils, and the impossibility of so doing with the existing large classes in Elementary Schools.

The papers and discussions throughout dealt with the subject in relation to school work and life.

All those who had contributed papers to the Congress spoke for a short time about them.

Among these were Miss Sarah Burstall, of the Manchester High School, who spoke about Secondary Day Schools and their possibilities with regard to moral education.

Others who supported her theories concerning the powers for good which school life possess apart from any direct moral instruction, were the Head Masters of Harrow and Eton.

There were those present who did not agree with this, but the majority seemed to feel that the school, as a miniature world, could play a large part in moulding the child's character by teaching him to feel the freedom of obedience to just law, and sink his own interests in the interests of the community.

Mr. John Russell, of the King Alfred School, Hampstead, denied the necessity for direct moral instruction, and even of religious instruction, and showed very plainly his belief in the good effect which school life as it should be has upon the child.

The subject of Co-education was discussed. Some spoke of the evil, some of the good effects of the system, so that it was difficult for one who has had no experience to come to any very definite conclusion.

During the discussion on the part which school subjects should play in moral education, Miss Alice Woods spoke of the immense value of literature in providing children with splendid ideals, and in helping the formation of moral judgment.

Other school subjects which were considered especially helpful were: "Nature Study," "The Study of the Bible," "Manual Training," and "Training in Domestic Arts." Most people, however, agreed that *every* school subject should bear its part in the moral development of the child; someone said *even* mathematics.

The importance of outdoor physical exercise was emphasised by Dr. Eugene Sully and Colonel Onslow, of the National Physical Recreation Society. It was agreed by all that the child's moral being will suffer if his physical welfare be neglected.

Other subjects discussed were: "The Importance of Moral Education in the Kindergarten on account of the Susceptibility of Little Children," "The Effect of the Personality of the Teacher, and how far that Personality can be cultivated in the Training College," "The Advisability of keeping Pets in the Schoolroom," and "The Work of Moral Education in the University."

A report of the proceedings has been published, and arrangements have been made for circulation of this report in all the different countries represented at the Congress.